

2021 September Moderation - Report



Meeting Details

Which meeting is this report for?

Food and Nutrition Level 3

Moderation Details for Calibration - Sample 1

Sample 1 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 4 = Overall

Sample 1 - What rating (or ratings) has the group assigned this sample?

C-

Sample 1 - What evidence supports the rating (or ratings) the group has given?

evidence of knowledge but become confused
evidence that they had read previous examiners comments
not enough depth e.g. - outline, define, explain
touch on good stuff e.g. mention LDL
included non dietary factors when it asked for dietary
not enough detail
irrelevant facts and data provided

Sample 1 - What evidence would you need to see in order to assign a higher rating (or ratings)?

misread question - part D - talk about individual factors not collective
what is the weighting of questions - e.g. if worth 10 marks and it is asking 4 things

depth in answers
definitions - account, describe, discuss helps students know what is required in a response

Sample 1 - What actions would you recommend for

provide clarity of word definitions (as above)
the importance of reading questions - e.g. individual reason/dietary reasons

teachers to help the student attain a higher rating (or ratings)?

include food examples
 Cardiovascular disease v's heart disease - clarity required
 marking scale for A+ through to T- needs to be consistent

Moderation Details for Calibration - Sample 2

Sample 2 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 4 = Overall

Sample 2 - What rating (or ratings) has the group assigned this sample?

B-

Sample 2 - What evidence supports the rating (or ratings) the group has given?

student obviously studied the course
 showed evidence of statistics
 preventative strategies were very good
 extended response pretty good - some data questioned
 individual v's community based reasons

Sample 2 - What evidence would you need to see in order to assign a higher rating (or ratings)?

more links required
 more examples
 relate risk factors to Heart Disease
 detail in dietary factors
 energy dense food not just mentioning discretionary foods

Sample 2 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

read the questions carefully
 include all relevant data - e.g. BMI and waist measurement

Moderation Details for Calibration - Sample 3

Sample 3 - Please identify each criterion being moderated and

Criterion 4 = Overall

IF SELECTED the elements within that criterion

Sample 3 - What rating (or ratings) has the group assigned this sample?

A-

Sample 3 - What evidence supports the rating (or ratings) the group has given?

obvious - good terminology/definitions
 good info on extended response
 last question showed obvious content knowledge - strength of sample 3

Sample 3 - What evidence would you need to see in order to assign a higher rating (or ratings)?

prevention strategies - make sure individual not community responses
 physical exercise - does it count if not food related - standards do not mention exercise

Sample 3 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

what do you need to do for 10 marks on a question
 marking scales again questioned - consistency between schools needed
 encourage students to adapt to the questions - as mentioned before read questions carefully

Planning for March Moderation 2022 - Statewide Samples

For all courses please nominate the criteria and elements (if desired) for moderation.

criterion 5

State the name of the person who will be providing the samples for moderation

Anna going to chase/source a few samples

Sharing Resources

Please record any links to or details of resources that were shared, or describe any assessment strategies that were discussed.

Caz to share marking/scale guide with Anna

Course Support

Please provide details of any future focus and ways forward you would like Years 9 to 12 Learning to consider in relation to this course:

TASC to provide a marking scale for consistency

Course not revisited until 2026 - there is stuff that could be improved but it is a good course as is.